Research for School Violence and School Aggressiveness in Two Vocational High Schools in Greece

Mosxos Demiris[1], Ismini Bourli[2], Ioannis Vasilopoulos[3]

(1. Community Center of Municipality of Aristotle in Chalkidiki, Greece;

2. 1st Vocational High School of Stavroupolis, Greece;

3. Vocational High School of Stavros, Greece)

Abstract: Violence in the school environment is an issue that preoccupies the educational community, educators, parents and students. The 1st Vocational High School of Stavroupolis, in Thessaloniki and the Vocational High school of Stavros in Greece, present the results of a research which took place in high school students on school violence and school aggressiveness during the school year 2018–2019. The article presents the different views proposed by bibliography and the experience of the Greek government program "A New Start in Vocational High Schools", mostly through the Psychologist who worked both schools. The results of the research showed an increased violent behavior of the students, while the final outcomes of the actions taken gave encouraging elements for the confrontation in the near future and the productive use of the right confronting applications through the cooperation of the students, the teaching stuff and the supporting stuff.

Key words: violence, aggressiveness, Vocational High School (V.H.S.), interventions

1. Introduction

The school violence forms a serious problem for the school environment because the incidence and its consequences have an effect to the entire school environment. The factors which lead onto the violent behaviors relate to the personality and the social origins of the person (Kaouri, 2017). Factors which interact with each other and lead to the occurrence of violence incidents in high school are the gender, age, ethnicity, personality intelligence and family support. Specifically, social and environmental factors are considered to be the school environment and character, the educational environment, attitudes against violence, the system of values and rules, the social ecology and locality and even further the role of the media as channels of information. Thus the problem is not one-dimensional. The blame cannot be assigned only to the students, the parents or the educators but we need to look at the problem through its three basic dimensions. Violence and provocative behaviors of the students were among the first subjects with which we were preoccupied in the 1st Vocational High School (V.H.S.) of Stavroupolis and Stavros. The confronting framework of the problem involved an individual approach with

---

Mosxos Demiris, Psychologist, Community Center of Municipality of Aristotle in Chalkidiki; research areas: psychology and sociology. E-mail: demiris_m@yahoo.gr.

Ismini Bourli, Professor of Applied Arts, M.Ed., 1st Vocational High School of Stavroupolis; research areas: education, adult education. E-mail: ismbourli@gmail.com.

Ioannis Vasilopoulos, Professor, Vocational High School of Stavros; research area: education. E-mail: vasilopo@sch.gr.

personal sessions with students that expressed certain types of violent behaviors, class intervention for violent behaviors within Vito approach so that the sensitivity of students would increase. A research on the student violence followed. The basic goal of the above was the endeavor to decrease the incidents and the display of functional types of behaviors in order to fight the combat violence. The means to achieve this were improvement of the quality of life in school through the quality relationship between students and teachers. Ultimately we predicted the decrease of the incidence of school violence and an increased productivity of the students would be the results. For that reason the following actions took place. An awareness student meeting, on behalf of the day of school violence and bullying, a presentation of a video on violent behaviors was shown, a questionnaire was given and a group discussion took place. Finally a few meetings with the association of parents where the problems that occurred were presented and different solutions were discussed. The research results and the authors' suggestions proposals and practices to confront the phenomenon of violence were first presented in the 2nd Hellenic Congress on Violence, in March 2019.

2. School Violence and the Case of V.H.S.

Violence is a case of deviant behavior. Looking at the bibliography we can define violence as "the behavior with the intention to do harm" (bodily or psychic pain, wounding or making someone feel worthless), while the criteria of it, quantitatively, are not defined (Bika, 2011). According to the vocabulary of Manos (1987), violence is a forceful behavior by words or actions and usually is directed to another person. If we look at violence as deviant behavior we might accept that the causes exist in the person but we cannot overlook the fact that family and society may reinforce tendencies for deviant behaviors (Abercrombie, Hill & Turner, 1991). Thus we might connect the violent behavior with the criminal where there are facts which, according to criminality, might lead to the conclusion that there might be a natural inclination for the crime and to a degree they might be connected. Although the theory of deviant behavior reminds us that stereotypes create impressions which might not correspond to reality, and we need to look at violence in the school framework without labels and stereotypes. According to diagnostic statistical manual DSM IV (1996), oppositional defiant disorder is the diagnosis where anger drives the disobedience and the hostility towards the rules which is over reaction to normal behavior during the childhood. Persons with this disorder are stubborn and excessive in their reactions, aggressive and hostile and too demanding. Parents usually observe those inflexible and over reactive behaviors in contrast to brothers or sisters and a lot of times they are incapable of understanding them. Usually this disorder is found or accompanies developmental situations like Autism. The parental role is very important on the behavior of students, because adolescence who present violent behaviors into school environment are coming from families with diminishing parental participation and warmness, from parents who allow violent behaviors to their children, and from parents who use emotional burst outs and physical punishment in order to discipline their children. In contrast victims are extremely supportive and absolute. At the same time the role of school is important because it can promote the reaction of some students and favor the transgressional shapes of behavior. The oppositional deviant behavior which we confront usually in schools has to do with troubled behaviors or disobedience to orders and there is not, or at least it doesn't look like, to exist some apparent disorder. The question that we usually ask is "why won't they listen?" If we look at the penalty books of schools we will find that most remarks have to do with that students are making noise in the classroom and they don't listen to their teachers when being asked to stop. A lot of times though this behavior is combined with a denial or a challenge to the teacher in the following forms:

"leave me alone" or "I am not bothering you, why are you bothering me". In the framework of social learning of Bandura (Salkind, 1996), reinforcement is projected as the basic factor for the continuation of a behavior. But as we have observed it is difficult to imply in real life situations because a challenging behavior has a domino influence to the rest of the students. How much indifference can a teacher show? Punishment when it comes in the form of compliance to the rules can function when there are a few students and when there are one or two problematic students. What we need to know about punishment is that we need to punish the act and not the person. Usually this is hard to differentiate and we create stereotypes and stigma. It's been observed that in school there are cases of students who take specific roles where violent behavior may characterize the acts which can be expressed as a type of a fulfilling prophesy. A lot of times students who have been punished from teaching stuff are saying "the professor looks only me, he doesn't see the others?" A lot of times there are students who can hide very well in comparison to others. The school with interventions like, the clarity of the official rules, the outcomes of speech and act, the clear politic on a bias phenomenon, the clear consequences to all without discrimination to those who engaged into violent situations, the creation of a school climate of security and supervision are all defining factors in the decrease and maybe step by step end of in school violence and bullying.

The way that the teacher confronts the cases of school violence and the message they send to the students contributes to a the creation of a school climate which encourages and averts school violence (Gendron, Williams & Guerra, 2011; Troop-Gordon & Ladd, 2015). Educators by evaluating all the factors which were mentioned above and by using the appropriate tools to remove the obstacles, have the responsibility and the duty to establish the conditions for cooperation of the school and the family with reciprocity and trust (Mylonakou-Keke, 2009). This is because desirable cooperation between the school and the family can function positively to a valid confrontation and prevention of the phenomenon while parents are considered to be important partners into the materialization and application of activity plans of the prevention and intervention in matters of bullying. The parental involvement and in general the cooperation of school and family, in spite the fact that can only positively affect the prevention of such actions, should not be considered as given. Different factors and objective difficulties, like the characteristics of the school unit, the values of the parents, their attitudes and their expectations, the gender, the age of the child , the work conditions, the free time define to a large degree the parental engagement (Pneumatikos, Papakanakis & Gaki, 2008). Moreover, further factors like earning living problems operate by restraining the cooperation between school and family.

3. Methodology of Research Process

The 1st Vocational High school of Stavroupolis is a large school unit in the west area of the city of Thessaloniki. The year the research took place (2018-2019) 493 pupils were enrolled and of those 158 attended the 1st grade and 188 the 2nd grade. It is sheltered in a new building, very well equipped, with educators who apply new educational methods, they use the information technology in class, accompany students on educational tours and they undertake innovational activities. Likewise, educational programs are realized and every year a team of students takes part into student transportation through the Erasmus program for apprenticeship and education. The school took part in the implementation of the program "A New Start in Vocational High Schools", which was funded from European funds and was supported from the Ministry of Education and Religions with the actions of alternative educational reinforcement, the presence of a psychologist and it applied the institution of the "advisor teacher". It took an advantage of the presence of psychologists for the last two years with student support,

with research implementation and results and the help of the 22 professors who participated in the institution of "advisor professor".

The Vocational High School of Stavros, named "Aristotle's Vocational High School" after the Philosopher Aristotle who came from that area, is a smaller school with 86 enrolled students and benefited from the presence of a psychologist.

The goal of this research process was to investigate the different faces of violence which are present into the two high schools and to present ways to confront and intervene according to international bibliography and according to the supportive infrastructure which was used in those two schools with the program "A New Start in Vocational High Schools" and the presence of a psychologist, the side by side student support, and the student board in class and in general.

We examined the following questions, for the year 2018–2019: How is school hostility manifested; Bullying by speech, bodily, racism, gender or social form; Is there hostility with consequences to harm other students; Is there school hostility that accounts for damages on the school supplies;

For the quantitative approach which was chosen we used the questionnaire of school violence which was given to the students of the 1st and the 2nd grade. It consists of ten questions with a four grade climax answers from "never" to "a lot of times". It is anonymous, simple and quick to complete while it absolutely relates to the research questions. Students point it out only their gender and their class grade. For the 1st Vocational High school of Stavroupolis we gathered 198 answers, 105 from the 1st grade and 88 from the 2nd grade while there were five invalid. For the Vocational High School of Stavros there were also 57 questionnaires answered from the 1st and the 2nd grade. The results were analyzed by the descriptive statistical method. The tables of the results are shown below.

4. Presentation of Results

In general the vocational schools are considered to be difficult school places where students have disadvantages in relation to other schools. From 493 students 127, more than a quarter, have a diagnosis from the Greek Organization for Disability Characterization, which account for several dysfunctions. The professors are minimally trained to confront such cases. The expectation is that diagnosis may help us to understand the problem but we should look for ways to solve the problem. Into our schools, most of the times, professors try to teach students the values of life at the same time as teaching standard school material. Lot of times they come to a direct confrontation with children's fundamental belief and their living situations. In reality young people cannot perceive the values of life because they don't know its aspects. To perceive the value of life they must perceive the value of their life and this can happen only when others give value to their lives. We observe that, when we manage to come closer to students who manifest violent behaviors, they have inclination to talk and they can cooperate. Two basic elements were found from the study. The first is the broad participation of students, almost two thirds (2/3) of the population we studied, and the representativeness of the sample which is an element that contributes to validity of the results. The second element is the credibility of the tool, due to the fact that in both schools almost the same results were observed.

From the quantitative approach we observed that in the sum of students there are not significant differences in the most answers between first grade and second grade. Both grades use curses and underestimated phrases with a racial motive (65%). We observe though that the material damages that have been happened in school are

mostly from students of the first grade (by taking a look to the incidents book of the school). The students of the second grade, in their majority, express zero violent behavior towards the smaller grade students (75%). But they are threatening them more often. About gender differences we observe that girls would like to be more aggressive but they are afraid of the consequences, thus they use more curses and underestimating phrases but lesser than boys. It is worth to mention that enough girls 41% in the VHS of Stavroupolis and 16% in the VHS of Stavros while and enough boys 50% and 44% respectively, have been involved into a fight with a direct consequence someone getting hurt. Likewise, girls consider that conflicts concern both genders (74% and 92%) in relation to boys who consider that conflicts concern persons of the same age (42% and 60%). Thus we can conclude that aggressiveness to our fellow students is expressed by bullying. That means by threatening, (speech form), by fights (body form), by curses and underestimating phrases (racist and social form). More often between fellows than in smaller grades. Likewise it's concluded that fights and conflicts happen, with a small degree of those to end to injury but necessary into the school environment. Finally aggressiveness is manifested through damages which are caused by students to the school's instruments. We observe that our results reinforce those of other studies of the same subject (EPIPSY, 2010; Arnitopoulou, Babali & Nikolopoulou, 2016), the degree of aggressiveness though appears increased. This can be interpreted because our results refer to VHS from one point of view and on the other we refer to a population which consists mostly from boys. What is of concern though is the increased disposition of students to get involved in violent situations and this disposition we need to change.

5. Interventions — Proposals

What might be the interventions or the active plan to implement to decrease the incidence of the phenomenon of aggressiveness and ideally the gradual decrease of its occurrence to zero? Every active plan needs to have short term and long term goals, needs to be flexible and to be able to adapt to the needs of the school. It needs to be simple, understandable and plausible. Everyone at the school and its partners must know its basic principles and the role everyone has, his or her duties and responsibilities.

According to the proposals which were formed by Moschos (2010) emphasis must be given to democratic functions of the school, to the hearing of the students view for subjects that matter and they are to their own interests, and to the development of a cooperative, understanding and trust climate between educators and students, leading to the creation of a child friendly school environment (Child Friendly School). It is necessary to create clear rules which will be introduced in the school life's organizational frame, and the internal functional regulations book which will be the product of cooperation between teachers, students, parents and other social partners who are able to contribute either from their experience or through their competence. The enlarged participation secures to a large degree the acceptance and appliance of the Active Plan and the school regulations to a large degree. The actualization of the institution of student's board and the class board will help to reach the understanding, the formation and the obedience to the rules. To make worthy the use of the board of school which consists from educators, student representatives, parents and representatives of the topical government can take and discuss subjects which consider the regular school function, its environment and the communication between them all. Further yet, the presentation and participation of supportive mechanisms like the use of psychologists and social scientists for the resolution of serious themes which are related with external and the internal environment of the school, the activation of the institution of the "teacher advisor" (which is applied in Occupational schools for second year now) through the Greek government program "A New Start in Vocational

High schools". The development of initiatives of informing the teachers, the students and the parents of the required awareness about the forms, newest forms of bullying like the electronic bullying (cyber bullying) and the use of school sessions (psychologists) as instruments for the prevention and resolution of conflicts in the school unit.

Likewise, the intervention on a system level or supportive structures with the application of prevention programs which aims for cooperation and the creation of a positive climate between all members of the school community (Hatzixristou, 2011). Thus schools must support the students to develop healthy personalities providing a supportive and secure environment. According to Murray–Harvey and Slee (2010) the necessary presuppositions include the relationship of trust between educators and students, the supportive attitude of the educators, the positive climate in the classroom and the learning to recognize negative emotion and behavior on their own. Olwen (1993) that the program of preventing and eliminating the phenomenon of the school violence OBPP, Olwens Bullying Prevention Program. It is recognized as an effective program and has been applied in a lot of school s in Norway, Sweden, USA and lead to a significant decrease in aggressive behaviors, vandalism and dropouts (Black & Jackson, 2007). The program included stages of intervention in three levels the school, the classroom (with a lot of meetings with the parents) and to a personal level. The educators training was based on the principles of the program according to which educators should be interesting about the students, to put clear limits, to act as model and do not use punishment. On the research of Arnitopoulou, Babali and Nikolopoulou (2016) students were asked about the actions which are required for the creation of security in the school place. They responded that the director and the teachers should be interested in them and would want them to be more austere in cases of violence. They consider the presence of a psychologist at the school who will manage the bullying cases equally important. They requested the adherence to the rules of the school and the cultivation of a peaceful co living. Emphasis must be given into the empowerment of emotional and social ability of the students. The reinforcement of the groupwork, helping each other and they are pointing out the importance of friendship and develop altruistic behavior and empathy (Giannopoulou, Petmeza & Stupa, 2016). The schools in Denmark (Alexander & Sandahl, 2017) are teaching empathy to their students with three different practices: 1. Children learn to be in groups, 2. Cooperation is the out most goal and 3. They finally learn to compete with themselves and not with others. Specifically, the model of group or cooperative learning is adapted, according to which all students independently of their level learn from each other. No awards are given to children for their progress for athletics or their lessons with the logic that this would reinforce the competition between them, instead emphasis is given on cultivating the inner motives of each kid so that each one can be better according to his or her abilities. The active learning embodies strategies that forward empathic understanding. With group cooperativeness the protection attitude against the victim is reinforced, while it increases the degree of acceptance of the person from the team, it cultivates the possibility of the person to appreciate the need for the cooperation, of reciprocity and the tolerance against the different while on parallel it offers possibilities of looking at things from the point of view of others (Matsagouras, 2007). The cooperation of the teachers with each other is deemed necessary.

6. Instead of an Epilogue

In the book reclaiming Youth at Risk, Brentro, Brogenleg and Van Bockern (1990) report that "nothing of what we know about humans as an animal indicates that we are programmed to obey". However, the western civilization bibliography is full of reports which suggest obedience is an ideal element of human nature. The

history of educational models as presupposition, obedience. In their proposal Brentro, Brogenleg and Van Bockern (1990)   refer that the basic element in human development is the human relationship and the ability to relate in general. We learn to be humans through our relationship with people. Aristotle tells us that man is a social being, it is created through the social interactions, the human touch. We cannot imagine a human being who is created by himself, without human touch and social interaction.

The developmental Psychology reports the important role of primary and secondary socialization. Special care should be given to the relationship of the student with the school and its direct representative the school teacher. We believe that the act of Advisor Professor will decrease the problem to a large decree since in that way emphasis is given to the relationship of the student with the professor and with the school. Even if obedience is wished for we need to know that the rebellion to status quo is the drive that changes things. If we can combine the power of reaction with the relation of the student with the school, then we think we will have great results. It looks like the situation got better from the presence of a psychologist in both schools. In the framework of this function more than 500 personal sessions have been performed. Information presentations have taken place and group discussions are going on a regular basis. Conversations with the educators on their everyday problems in school and in their personal lives (with privacy being respected) are taking place with the psychologist. The situation seems to be changing in our schools. While we concede that this will take time, we think that we will see the results in the following years.

Table 1   Total Table of Results of the 1st EPAL Stavroupolis

Questions	Total students %				Set of Boys %				Set of Girls %				Total 1st grade %				Total 2nd grade %			
	Never	Once	A Few Times	Many Times	Never	Once	A Few Times	Many Times	Never	Once	A Few Times	Many Times	Never	Once	A Few Times	Many Times	Never	Once	A Few Times	Many Times
You threaten someone that will spanked or hit him?	31	14	28	26	26	16	30	28	56	3	24	18	31	19	27	23	31	8	31	31
Have you ever been slapped, beaten or punched for insulting or arguing?	22	22	30	26	23	21	30	26	21	24	32	24	20	24	28	29	25	19	33	23
Is there anyone you would happily beat if you were not afraid of the consequences?	40	16	9	35	43	16	9	32	24	15	12	50	33	17	11	38	48	14	7	32
Is there anyone you would happily hit, if you were older or stronger?	58	12	8	21	57	13	9	22	65	12	6	18	56	16	8	20	60	8	9	23
Did you ever quarrel while holding a piece of wood, stone or other object?	64	14	8	14	62	15	8	16	76	9	9	6	70	10	7	14	58	19	9	14
Did you get involved in a fight that resulted in someone being injured?	52	14	17	18	50	13	17	19	59	18	15	9	50	14	15	20	53	14	18	15
Did you happen to write on desks, doors or break something inside the school?	33	17	21	29	33	18	21	29	35	15	21	29	28	17	24	31	40	17	17	26
Do most quarrels involve people of the opposite sex?	52	12	16	20	58	11	15	16	26	18	18	38	51	9	16	24	53	16	15	16
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	74	8	7	10	72	10	9	9	85	0	0	15	73	10	9	9	75	7	6	13
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	35	10	21	34	33	11	20	36	44	6	24	26	34	11	22	32	35	9	19	36
Total	193				159				34				105				88			

Table 2   Total Table of Results EPAL Stavrou

Questions	Total students %				Set of boys %				Set of girls %			
	Never	Once	A few times	Many times	Never	Once	A Few Times	Many times	Never	Once	A Few Times	Many times

Question												
You threaten someone that will spanked or hit him?	40	26	18	16	38	24	18	20	50	33	17	0
Have you ever been slapped, beaten or punched for insulting or arguing?	26	18	32	25	18	18	38	27	58	17	8	17
Is there anyone you would happily beat if you were not afraid of the consequences?	39	4	30	28	33	4	33	29	58	0	17	25
Is there anyone you would happily hit, if you were older or stronger?	65	12	9	14	69	11	7	13	50	17	17	17
Did you ever quarrel while holding a piece of wood, stone or other object?	75	16	2	7	69	20	2	9	100	0	0	0
Did you get involved in a fight that resulted in someone being injured?	61	21	12	5	56	24	13	7	83	8	8	0
Did you happen to write on desks, doors or break something inside the school?	47	18	16	19	51	18	11	22	33	17	33	8
Do most quarrels involve people of the opposite sex?	33	37	14	16	40	33	13	13	8	50	17	25
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	75	9	11	5	78	2	13	7	67	33	0	0
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	42	14	28	16	44	16	24	18	33	8	42	8
Total	**57**				**45**				**12**			

Table 3   Total Students of the 1st EPAL Stavroupolis

Questions	Students of the 1st EPAL Stavroupolis							
	Never	%	Once	%	A Few Times	%	Many Times	%
You threaten someone that will spanked or hit him?	60	31	27	14	55	28	51	26
Have you ever been slapped, beaten or punched for insulting or arguing?	43	22	42	22	58	30	50	26
Is there anyone you would happily beat if you were not afraid of the consequences?	77	40	30	16	18	9	68	35
Is there anyone you would happily hit, if you were older or stronger?	112	58	24	12	16	8	41	21
Did you ever quarrel while holding a piece of wood, stone or other object?	124	64	27	14	15	8	27	14
Did you get involved in a fight that resulted in someone being injured?	100	52	27	14	32	17	34	18
Did you happen to write on desks, doors or break something inside the school?	64	33	33	17	40	21	56	29
Do most quarrels involve people of the opposite sex?	101	52	23	12	30	16	39	20
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	143	74	16	8	14	7	20	10
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	67	35	20	10	40	21	66	34
Average	89.1		26.9		31.8		45.2	
Total	**193**							

Table 4　Set of Boys of the 1st EPAL Stavroupolis

Questions	Boys of the 1st EPAL Stavroupolis							
	Never	%	Once	%	A Few Times	%	Many Times	%
You threaten someone that will spanked or hit him?	41	26	26	16	47	30	45	28
Have you ever been slapped, beaten or punched for insulting or arguing?	36	23	34	21	47	30	42	26
Is there anyone you would happily beat if you were not afraid of the consequences?	69	43	25	16	14	9	51	32
Is there anyone you would happily hit, if you were older or stronger?	90	57	20	13	14	9	35	22
Did you ever quarrel while holding a piece of wood, stone or other object?	98	62	24	15	12	8	25	16
Did you get involved in a fight that resulted in someone being injured?	80	50	21	13	27	17	31	19
Did you happen to write on desks, doors or break something inside the school?	52	33	28	18	33	21	46	29
Do most quarrels involve people of the opposite sex?	92	58	17	11	24	15	26	16
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	114	72	16	10	14	9	15	9
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	52	33	18	11	32	20	57	36
Average	72.4		22.9		26.4		37.3	
Total								**159**

Table 5　Set of Girls of the 1st EPAL Stavroupolis

Questions	Girls of the 1st EPAL Stavroupolis							
	Never	%	Once	%	A Few Times	%	Many Times	%
You threaten someone that will spanked or hit him?	19	56	1	3	8	24	6	18
Have you ever been slapped, beaten or punched for insulting or arguing?	7	21	8	24	11	32	8	24
Is there anyone you would happily beat if you were not afraid of the consequences?	8	24	5	15	4	12	17	50
Is there anyone you would happily hit, if you were older or stronger?	22	65	4	12	2	6	6	18
Did you ever quarrel while holding a piece of wood, stone or other object?	26	76	3	9	3	9	2	6
Did you get involved in a fight that resulted in someone being injured?	20	59	6	18	5	15	3	9
Did you happen to write on desks, doors or break something inside the school?	12	35	5	15	7	21	10	29
Do most quarrels involve people of the opposite sex?	9	26	6	18	6	18	13	38
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	29	85	0	0	0	0	5	15
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	15	44	2	6	8	24	9	26
Average	16.7		4		5.4		7.9	
Total								**34**

Table 6   Total 1st Grade of the 1st EPAL Stavroupolis

Questions	Students of the 1st grade of the 1st EPAL Stavroupolis							
	Never	%	Once	%	A Few Times	%	Many Times	%
You threaten someone that will spanked or hit him?	33	31	20	19	28	27	24	23
Have you ever been slapped, beaten or punched for insulting or arguing?	21	20	25	24	29	28	30	29
Is there anyone you would happily beat if you were not afraid of the consequences?	35	33	18	17	12	11	40	38
Is there anyone you would happily hit, if you were older or stronger?	59	56	17	16	8	8	21	20
Did you ever quarrel while holding a piece of wood, stone or other object?	73	70	10	10	7	7	15	14
Did you get involved in a fight that resulted in someone being injured?	53	50	15	14	16	15	21	20
Did you happen to write on desks, doors or break something inside the school?	29	28	18	17	25	24	33	31
Do most quarrels involve people of the opposite sex?	54	51	9	9	17	16	25	24
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	77	73	10	10	9	9	9	9
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	36	34	12	11	23	22	34	32
Average	16.4		4.3		5.1		81	
Total								**105**

Table 7   Total 2nd Grade of the 1st EPAL Stavroupolis

Questions	Students of the 2nd grade of the 1st EPAL Stavroupolis							
	Never	%	Once	%	A Few Times	%	Many Times	%
You threaten someone that will spanked or hit him?	27	31	7	8	27	31	27	31
Have you ever been slapped, beaten or punched for insulting or arguing?	22	25	17	19	29	33	20	23
Is there anyone you would happily beat if you were not afraid of the consequences?	42	48	12	14	6	7	28	32
Is there anyone you would happily hit, if you were older or stronger?	53	60	7	8	8	9	20	23
Did you ever quarrel while holding a piece of wood, stone or other object?	51	58	17	19	8	9	12	14
Did you get involved in a fight that resulted in someone being injured?	47	53	12	14	16	18	13	15
Did you happen to write on desks, doors or break something inside the school?	35	40	15	17	15	17	23	26
Do most quarrels involve people of the opposite sex?	47	53	14	16	13	15	14	16
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	66	75	6	7	5	6	11	13
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	31	35	8	9	17	19	32	36
Average	47		15.4		17.4		25.2	
Total								**88**

Table 8　Set of Boys of the EPAL Stavrou

Questions	Set of boys %			
	Never	Once	A Few Times	Many Times
You threaten someone that will spanked or hit him?	38	24	18	20
Have you ever been slapped, beaten or punched for insulting or arguing?	18	18	38	27
Is there anyone you would happily beat if you were not afraid of the consequences?	33	4	33	29
Is there anyone you would happily hit, if you were older or stronger?	69	11	7	13
Did you ever quarrel while holding a piece of wood, stone or other object?	69	20	2	9
Did you get involved in a fight that resulted in someone being injured?	56	24	13	7
Did you happen to write on desks, doors or break something inside the school?	51	18	11	22
Do most quarrels involve people of the opposite sex?	40	33	13	13
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	78	2	13	7
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	44	16	24	18
Total	**45**			

Table 9　Set of Girls of the EPAL Stavrou

Questions	Set of girls %			
	Never	Once	A Few Times	Many Times
You threaten someone that will spanked or hit him?	50	33	17	0
Have you ever been slapped, beaten or punched for insulting or arguing?	58	17	8	17
Is there anyone you would happily beat if you were not afraid of the consequences?	58	0	17	25
Is there anyone you would happily hit, if you were older or stronger?	50	17	17	17
Did you ever quarrel while holding a piece of wood, stone or other object?	100	0	0	0
Did you get involved in a fight that resulted in someone being injured?	83	8	8	0
Did you happen to write on desks, doors or break something inside the school?	33	17	33	8
Do most quarrels involve people of the opposite sex?	8	50	17	25
Do you show any aggressive behavior towards younger students in your school? (intimidation, jolts, threats, small blows)	67	33	0	0
Do you use swear words or derogatory remarks related to gender, external characteristics (white, thin, fat, etc.) or the nationality of the person undergoing your behavior?	33	8	42	8
Total	**12**			

References

Abercrombie N., Hill S. and Turner S. B. (1991). *Λεξικό Κοινωνιολογίας*, μτφ.: Α. Κάντας, Σ. Κάντας, & Π. Τερλεξής, Αθήνα: Εκδόσεις Πατάκη

Alexander J. J. and Sandahl I. D. (2017). *Γιατί οι Δανοί μεγαλώνουν τα πιο ευτυχισμένα παιδιά στον κόσμο* (μετ: Ανδρεοπούλου), Αθήνα: Διόπτρα.

American Psychiatric Association (1996). *Diagnostic Statistical Manual of Mental Disorders: DSM* (4th ed.), Washington, DC: American Psychiatric Association.

A New Start in V.H.S. (2018). Available online at:https://www.minedu.gov.gr/publications/docs2018/mia_nea_arxi_gia_ta_epal.pdf.

Arnitopoulou V., Babali Th. and Nikolopoulou V. (2016). *Panhellenic Research on Domestic Violence and Bullying in Primary and Secondary Education*, Ministry of Education and Religions.

Bika H. (2011). "Forms of student aggression in high school: A case study", diploma thesis, University of Ioannina, Department of Pedagogy, Ioannina.

Black S. A. and Jackson E. (2007). "Using bullying incident density to evaluate the Olweus Bullying Prevention Programme", *School Psychology International*, Vol. 28, pp. 623–638.

Bonia A., Bruzos A. and Kossivaki F. (2008). "Perceptions and attitudes of primary school teachers about the factors that make it difficult for parents to get involved in school", *Psychological Society of Northern Greece*, Vol. 6, pp. 69–96.

Brendtro K. L., Brokenleg M. and Van Bockern S. (1990). *Reclaming Youth at Risk. Our Hope for the Future*, Bloomington, Indiana: National Education Service.

Epipsy Kokkevi A., Stavrou M., Fotiou A. and Kanavou E. (2010). "Adolescents and violence", Panhellenic research on students-2010, Research University Institute of Mental Health, available online at: http://www.epipsi.gr.

Gendron B. P., Williams K. R. and Guerra N. G. (2011). "An analysis of bullying among students within schools: Estimating the effects of individual normative beliefs, self-esteem and school climate", *Journal of School Violence*, Vol. 10, pp. 150–164.

Giannopoulou K., Petmeza A. and Skoupa Ch. (2016). "Research on the phenomenon of bullying in the field of education. Research in Educational Institutions of Patras", bachelor' s thesis, Technological Educational Institute of Western Greece, Department of Business Administration, Patra.

Hatzixristou Ch. (2011). *School Psychology*, Athens: Typothito.

Kaouri Ch. (2017). "School violence: Investigation of the characteristics of the perpetrator and the victim, the role of the school community and the family in dealing with and preventing the phenomenon", doctoral dissertation, University of Patras, Department of Psychology, Patra.

Manos N. (1987). *Interpretive Dictionary of Psychiatric Terms: English-Greek-Greek-English*, Thessaloniki: University Studio Press.

Matsagouras H. (2007). *Contemporary Pedagogical and Educational Issues*, Athens: Gutenberg-George & Costas Dardanos.

Moschos G. (2010). *Concluding Thoughts and Suggestions*, Athens: EEDAA Violence Groups Study Committee.

Murray-Harvey R. and Slee P. T. (2010). "School and home relationships and their impact on school bullying", *School Psychology International*, Vol. 31, No. 3, pp. 271–295.

Mylonakou-Keke, H. (2009). *School, Family and Community Collaboration: Theoretical Approaches and Practical Applications*, Athens: Papazisis Publications SA.

Pneumatikos D., Papakanakis P. and Gaki E. (2008). "Parental involvement in children's education: Exploring parental beliefs", in: Bruzos A., Misailidis P., Emplolotis A. & Euclides A. (Eds.), *School and Family, Scientific Yearbook of the Psychological Society of Northern Greece*, Vol. 6, Athens: Greek Letters, pp. 193–218.

Salkind J. N. (2005). *Θεωρίες Ανθρώπινης Ανάπτυξης* (μτφ. Δ. Μαρκουλής), Αθήνα: Εκδόσεις Πατάκη.

Troop-Gordon W. and Ladd G. W. (2015). "Teachers' victimization-related beliefs and strategies: Associations with students' aggressive behavior and peer victimization", *Journal of Abnormal Child Psychology*, Vol. 43, pp. 45–60.